

Standard 4000-01

Oral Language

Oral language encompasses the ability to listen, speak, and communicate effectively. Oral language provides a basis on which literacy is built. Research has repeatedly shown a strong connection between oral language and reading. Oral language development begins at birth and is continuous and unending; each of us continues to acquire new aspects of language through our interactions and experiences.

Research shows that oral language builds background knowledge as students listen, view, speak, and present. Background knowledge greatly influences comprehension and vocabulary acquisition. Continuous oral language development not only provides, but expands, the opportunity for students to effectively develop comprehension and vocabulary skills, as well as the ability to decode words. Weak or limited oral language may interfere with a student's ability to learn to read.

Oral language is also a social skill necessary to communicate information, share cultures, and build traditions. However, some children come from environments with limited models and opportunities to develop language. Thus, schools must provide appropriate oral language experiences that extend the oral language development of all children, facilitating social competencies, learning, and literacy.

The following are possible suggestions and not all-inclusive:

Teacher Delivery

1. Provide a model for listening, speaking, viewing, and presenting.
2. Listen attentively to students' discussions and responses.
3. Provide opportunities for students to listen, respond, and share information with others.
4. Encourage students to speak clearly and audibly, elaborating upon their ideas during class discussions and presentations.
5. Provide opportunities for students to listen and view for pleasure, acquire information, and solve problems.
6. Provide opportunities for students to recount experiences, present stories, recite selections, and give presentations.
7. Encourage parents and students to share cultural heritage and traditions with classrooms.

Assessment

Formal:

Approved state, district, and school assessments.

Standard 4000-01 Oral Language (Continued)

Assessment (Continued)

Informal:

1. Student conferences and discussions.
2. Checklists of expected language behaviors.
3. Anecdotal records of the students' performances in class.
4. Retelling of information.
5. Presentation rubrics.

Differentiation

1. Provide opportunities for students to work independently and in groups to prepare and present information to others.
2. Engage students in projects (e.g., service learning).
3. Provide visual, auditory, and kinesthetic instruction.
4. Provide explicit instruction according to students' needs.
5. Provide additional opportunities for students to listen, speak, view, and present utilizing media aids.
6. Elicit physical responses to questions (e.g., point to a picture).
7. Provide opportunities for students to speak in their native language.

Home Connection

1. Encourage parents to provide opportunities for children to engage in listening, speaking, viewing, and presenting.
2. Encourage parents to share cultural heritage and traditions.